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ABSTRACT

This practicum report describes a 12-week intervention designed to help parent volunteers in six kindergarten classrooms better perform their volunteer work, which included such tasks as grading papers, decorating bulletin boards, and listening to children read. Objectives of the intervention were that: (1) a total of 90 percent of volunteers would feel better prepared to do volunteer work; (2) a total of 90 percent of teachers would feel that the volunteers were better prepared; and (3) volunteers would use critical thinking skills to devise ways to improve their performance of volunteer duties. The intervention involved a series of in-service training sessions for volunteers; discussions about volunteer issues involving teachers at faculty meetings and parents at meetings of the Parent-Teacher Organization; and individual interviews with teachers and volunteers. Postintervention surveys indicated that there was unanimous support from parents for the program and its benefits, and that teachers felt volunteers were better prepared for their volunteer work as a result of the intervention. Participants in training sessions were able to use critical thinking skills to devise ways of improving their volunteer work. Appendixes include copies of teacher and volunteer surveys, and various materials relating to the volunteer program. (BC)

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THE POSITIVE EDUCATIONAL EFFECTS OF WELL-TRAINED VOLUNTEERS IN THE KINDERGARTEN CLASSROOM

by

Linda S. Bailey

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A Practicum Proposal

Submitted to the Faculty of the Center for the Advancement of Education, of Nova University in partial fulfillment of the requirements for the degree of Educational Leadership

The abstract of this report may be placed in a National Database System for reference.

August/1992

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Abstract

The Positive Educational Effects of Well-Trained Volunteers in the Kindergarten Classroom.
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Descriptors: Volunteers/Volunteer Training/School Community Relationships/Recruitment/Elementary Education/School Community Programs/School Libraries/Parent Participation/Parent School Relationship/Training Methods/Older Adults/Participant Characteristics/Motivation Techniques/

The author planned, established, promoted, and managed a volunteer training program to increase the efficiency of the volunteer staff at an elementary school. A variety of topics were discussed during the five inservices, and volunteers were also given hands-on experiences with computers and a variety of audio-visual equipment. Brainstorming done by the volunteers, teachers, and administrators produced many excellent topics for future sessions. Surveys showed that volunteers, teachers, and administrators all support the program and feel it is vital to a good educational environment. This plan will be shared with media specialists, teachers, and other interested parties. Appendices include teacher surveys, volunteer surveys, volunteer program forms and a volunteer sign-in sheet.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Linda S. Bailey

Linda S. Bailey

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Permission is hereby given to Nova University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the costs of duplicating, handling, and mailing of the materials.

Linda S. Bailey

Linda S. Bailey

August 10, 1992

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Practicum Observer Verification

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Practicum Title: The Positive Educational Effects of Well-Trained Volunteers in the Kindergarten Classroom

Student's Name: Linda S. Bailey

Program Site: Vineland Elementary School Date: 8/10/92

Observer's Name: Deborah Carney

Observer's position: Assistant Administrator Phone: 743-0188

Observer's comment on impact of the project (handwritten):

During the 1991-1992 school year Mrs. Bailey organized and implemented a highly successful, dynamic volunteer training program at Vineland Elementary School. Her project was well received by the staff and school community.

Deborah A. Carney
Assistant Principal
Vineland Elementary School

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement iii

Observer's Verification iv

Table of Contents v

Chapters

I. Purpose 1

II. Research and Solution Strategy 15

III. Method 32

IV. Results 45

V. Recommendations 48

Reference List 52

Appendices

Appendix A: Teacher Surveys 54

Appendix B: Volunteer Surveys 59

Appendix C: Volunteer Program Forms 67

Appendix D: Volunteer Sign-In Sheet 74

CHAPTER I

Purpose

The setting for this practicum was an elementary school in one of the fastest growing counties in southwest Florida. The population of this county grew from 58,460 in 1980 to 110,228 in 1990. The median age of the citizenry was 56.8 years. The median family income was $29,731 and the median individual income was $15,439. Seasonal population, of up to 30 per cent of the year-round population, arrived during the winter months. These people were migrant farm workers, tourists, and other long and short term visitors.

The target school opened in 1987 and served students from three counties, although the majority was from one county. Ninety-five percent of the children were transported by bus, and less than one third qualified for free or reduced lunch. There were approximately 750 students attending this school, the vast majority of whom resided close by in middle class neighborhoods. Only about six students, or less than one percent of the school population were minority,

including Black, Hispanic, and Asian. Many of these children came from homes in which both parents worked and a significant number lived in single parent homes. An interesting phenomenon of Florida, and certainly of this school, was the large amount of participation and involvement by grandparents. In fact, in several cases, the children were being raised partially or completely by the grandparents.

The following is a list of the professional and support staff of the target site:

30 Classroom Teachers
1 Curriculum Specialist
1 Media Specialist
1 Physical Education Teacher
1 Computer Teacher
1 Music Teacher
1 Band Teacher
1 Art Teacher
1 E.S.E. Pre-Kindergarten Teacher
1 E.S.E. Children and Parents Pre-Kindergarten Teacher
1 E.S.E./E.H. Teacher
1 E.S.E./S.L.D. Teacher

1 E.S.E. Speech/Language Teacher

1 E.S.E. Gifted Teacher

1 Part-Time Social Worker

1 Part-Time School Psychologist

8 Instructional Aides

2 Office Personnel

1 Bookkeeper

4 Custodial Personnel

5 Food Service Personnel

1 Assistant Administrator

1 Principal

Some classes were quite large, and each instructional aide was shared by two grade levels. Because of the continuing problems with educational funding in the state of Florida, the pupil teacher ratio in the target school promised to be even higher in the future. This caused instructional challenges, and made an informed and involved community vital to the success of the school. The volunteer program was a very important component of the educational picture, and was supported by all staff members. The staff is professional, cooperative, and enthusiastic in trying to provide the best education for each student. The

results of this excellent educational environment were apparent in the scores achieved on the Florida State Student Assessment Test and on the Metropolitan Achievement Test.

The cooperative and supportive relationship between the community and the target school were further strengthened by the active Parent Teacher Organization and the School Advisory Council groups which worked to help the school in many ways. Communication between school and home was a vital link, and parents, students, and the community are well informed about the various activities that take place at the school.

The author is the Media Specialist in the target school, and is responsible for all aspects of the Media Center's daily operations. These responsibilities included seeing every class once a week for a forty minute period, part of which was devoted to direct instruction and the remainder to book selection. The author also acted as a resource to teachers and staff, worked with children on a personal basis when they came into the center seeking help, served on county committees, and attended professional meetings. All

budgeting, previewing, selecting, ordering, unpacking, and shelving of materials was the responsibility of the specialist. This person also kept current circulation records, issued overdue notices to students and staff, updated the card catalog, kept track of and performed minor repairs on all audio-visual equipment, promoted a love of reading through various programs, worked with and trained media center volunteers, and a myriad of other duties. The specialist had a full time aide, but found it impossible to perform all required duties without the help of volunteers from the community. The author felt that better informed and better trained volunteers benefitted not only the media center, but the entire school.

The author had been employed in the target school for only one and a half years, but had had extensive experience in other school media centers. The use of volunteers in all facets and at all levels of instruction was very common and very important. A volunteer program satisfied the desire of many parents to feel involved in their child's education, and also created a feeling of "ownership" in the school for the participant. The use of volunteers created good will

in the community, and it helped to form positive bonds between the volunteers and the teachers. Spending time volunteering gave the layman a more realistic picture of what really goes on in the school, and it helped to establish a true appreciation for the demanding job of the educator today. Most importantly, it appeared to help the performance of the children involved. According to Childs (1991), when parents beccame involved in the school environment, the consequences for student learning were dramatic. These parents who volunteered were more likely to have made learning a family priority, and to have created a home in which learning was valued. Haynes (1989), examined effects of parental involvement on the school climate, and found it to be very beneficial for both the students' achievement, and the parents' perceptions of the classroom and the school climate. Hostetler (1991), urged early childhood professionals to build partnerships with parents which helped insure the educational success of their children. What more natural way than through volunteering?

These were all valid and important reasons for having an active volunteer program. However, the most

important reason for attracting and keeping good volunteers was to help the teacher spend less time on paperwork and bookkeeping, and to spend more time on the actual education of children. There were many types of responsibilities which confronted educators daily, that had nothing to do with the actual job of teaching. These details of the day must be handled, but they could not interfere with the important time that teachers spent with students. One of the ways in which these responsibilities were handled was with paid instructional aides, but in the target site, these people were extremely busy. Considering the financial picture of education in the United States, including Florida, the hope for more aides seemed remote. According to Parrish (1981), the volunteer was one solution to the crunch in the human and financial resources in our schools. He felt that well-trained volunteers were the answer to many of the needs that were not being met in the more traditional ways, such as the addition of staff. For this reason, if for no other, an efficient group of volunteers had never been more important in the goal of a quality education for

every child. The target site was blessed with an abundance of volunteers, who cheerfully come into the school on a regular basis and help the teachers in their classrooms. The author's specific location in the media center was certainly no exception, and the help received is truly needed and appreciated.

However, the writer felt that the volunteers would have been more comfortable, and also more productive, if there had been a training program of some kind organized and presented by the target school. The author discussed this issue with the building principal and the educational curriculum consultant, and was given some important feedback and encouragement to investigate the matter further. As it was hoped that this would become a permanent program, the writer selected the present kindergarten volunteers as the target group. There were 22 volunteers in the six kindergarten classrooms, which served 162 children. Two surveys were employed which validated the feelings of the writer about the importance of this issue.

The first survey, which was given to the kindergarten teachers, asked for information concerning the jobs that were being assigned to volunteers, and

the quality of their work (Appendix A: p. 55). It also asked them if they felt that a training program would have been beneficial, and to list any ideas they had for topics that needed to be addressed.

The second survey, which was given to the volunteers, asked them the location of their volunteer work, what tasks they normally performed, how comfortable they felt in their present situation, whether they felt an orientation would be beneficial, and if so, to list any types of training that they would have found helpful prior to volunteering (Appendix B: p. 60).

The information on the completed questionnaires was very helpful to the writer, and reaffirmed the feelings of the writer that there was a definite need for a volunteer orientation program at the target site.

The kindergarten teachers eagerly shared their feelings about the volunteer program at the target site. They listed the following jobs most often performed by volunteers: grading papers, assisting children in centers, decorating bulletin boards, playing games with the children, cooking with the children, listening to the children read, helping with

art projects, and running assorted errands. All the teachers felt that, while the volunteers tried to meet expectations, there were jobs and situations for which they had had no prior training. Because of these feelings, the kindergarten teachers felt there was a strong need for an orientation session for the volunteers. There were some topics which were suggested by all the teachers, such as a session in which volunteers had teacher expectations explained to them, and then were given a chance to ask questions about these expectations. All the teachers felt that the volunteers needed assistance in dealing with children on a personal basis, particularly with the willful child. The teachers all felt that had the volunteers been given some introduction into school procedures and policies, less time would have been needed to instruct the volunteers in these basic areas. All the teachers felt they lacked the time or the opportunity in the classroom to train the volunteer properly, and that a large part of this problem could be handled in a training session. There were also teachers who desired more volunteer help, but who just did not have the time to train any new people.

especially in the middle of the year. Some teachers felt the volunteers were not always dependable, and that this could be linked to a lack of satisfaction on the part of the volunteer. All of these issues could be addressed in an orientation session at the target site.

The kindergarten volunteers were also willing to share their feelings, and by filling out the surveys, further indicated to the writer that there was a definite need for a volunteer orientation at the target site. The volunteers first identified the location of volunteering. The writer noted that several of the volunteers were working in more than one location, such as the media center or another grade level. They all listed a large variety of tasks which they performed such as running errands, filing, listening to the children read, correcting homework, supervising children at centers, decorating bulletin boards, helping the children cook, assisting the children with art activities, overseeing a wide range of group activities, and any other jobs that helped the teachers provide the children with a better education. All of the volunteers stated they enjoyed contact with the

students, but were happy to perform any tasks requested by the teachers. The volunteers felt that an orientation program would be most useful in helping them feel more comfortable with all the jobs which they perform. They felt that getting to know the teachers was very important, and that possibly the teachers should attend part of the orientation. They also felt a general orientation on the policies and procedures of the target site should be included in the training. Some of the volunteers expressed an interest in being placed at different grade levels, so that people could see where they were most comfortable and most beneficial to the site. Several of the volunteers thought there should be a session for teachers where they were given some ideas about how to use volunteers to their greatest potential. From the information on these surveys, the writer saw that there was indeed a need for a volunteer orientation session at the target site.

The writer planned a volunteer orientation program, which included as many of the topics suggested by the surveys as possible. This program was administered for ninety days by the writer, with the

help of the curriculum consultant at the building site. At the end of each session, all participants will be given a questionnaire in order to see if the session had been truly beneficial. The writer also monitored all kindergarten volunteers to check the kinds of jobs being performed, and interviewed the kindergarten teachers to see if improvement had been noted. During kindergarten registration in May, parents were asked if there was interest in volunteering, and an orientation program was planned for them early in the fall. The writer plans to implement a permanent volunteer orientation program at the target site.

Outcome Objectives

The goal of this practicum was to create and to present a volunteer orientation for all interested persons, the result of which would be a more efficient volunteer force for the benefit of the children at the target site.

1. At the completion of this 12 week practicum, the volunteers will be oriented to the policies and procedures of the target site, and 90 percent will indicate they feel better prepared to face the tasks of volunteering,

as measured by a survey given to the volunteers at the completion of the volunteer orientation session (Appendix B: p. 61).

2. At the completion of this 12 week practicum, 90 percent of the teachers will indicate that the volunteers are better prepared for the job of volunteering, as measured by a survey given to the teachers after the completion of the volunteer orientation (Appendix A: p. 56).

3. At the orientation session, volunteers will use critical thinking skills to brainstorm ways to better perform volunteer duties. By observation of the volunteers within the target site and by general surveys, both the teachers and the volunteers indicated a need for better volunteer training (Appendix A: p. 55, Appendix B: p. 60).

CHAPTER II

Research and Solution Strategy

The writer, through the study of the available research, has gained much insight into the planning, the establishment, the promotion, the management, and the rewards of an effective volunteer program. The majority of the literature studied by the author dealt with varying educational situations, in which the use of volunteers was vital. Topics covered included volunteer recruitment and screening techniques, training and inservice ideas, issues pertaining to the role of the volunteer in the school setting, the contribution of the volunteer to the enhancement of the school-community relationship, the benefits of using senior citizens as volunteers, the production of volunteer motivational materials, the importance of recognition activities, and a myriad of other relevant topics. After considerable research, the writer felt that all of the literature was of great benefit to the successful completion of this practicum and to the

further growth and development of this program at the target site.

Loyal, trained volunteers are making significant contributions to education during a time of shrinking budgets, and increased community and government pressure for improved student achievement. The effective use of volunteers provides one of the few low cost ways to give children more individualized instruction. School volunteer programs vary greatly, depending on the needs of the individual sites, but most volunteers have some important characteristics in common. Though they come from all walks of life, they are glad to contribute their time and services because they are interested in children and the goal of a quality education for all. When setting up a school volunteer program, there are many things to consider which will make the program more effective. Some of the most vital steps are:

1. Examine areas of need, and decide where volunteers will be used.
2. Get the support of the school board in writing.

3. Work with building administrators to obtain the commitment of the school staff.
4. Establish recruitment techniques.
5. Select a volunteer coordinator.
6. Select a school volunteer leader at each school.
7. Match volunteers with jobs.
8. Set up a system for recording volunteers' hours and kinds of activities.
9. Provide training for volunteers to help them be successful.
10. Provide inservice training for teachers in the use of volunteers.

Setting up a volunteer program like this requires much dedication from the entire school, but the benefits are excellent. These include more relaxed and effective teachers, fewer discipline problems, less teacher fatigue, more purposeful activity in the classrooms, and more attention for the students (South Carolina State Department of Education, 1985).

The author agreed with this well-organized article. Though some of these steps had already been enacted in the target site, some of them have not and

were useful in the successful completion of this practicum.

The writer found valuable information in a volunteer program guide developed by Borden (1984). One specific part of the guide which was useful in the completion of this practicum were a variety of forms used to elicit needed information from the volunteers and from the teachers. While these forms required some adaptations for an elementary setting, the basic ideas were excellent, and the writer integrated these into the program at the target site. These forms included: a request for volunteer help, a volunteer information form, a position description of volunteer responsibilities, and a staff questionnaire (Appendix C: pp. 68 - 73). The authors of this article stressed that having clearly defined job descriptions for the different volunteer positions, and then giving each volunteer the correct training will make an enormous difference in the quality of the eventual program. This guide stated that taking a professional approach toward the volunteer pays off handsomely, in that the program is more apt to attract serious-minded, dedicated volunteers.

An article by the Minnesota State Department of Administration (1986) discussed the need for a record keeping system to keep track of hours and tasks performed. This process not only showed where the greatest amount of help is needed, but also gave the volunteer a sense of accomplishment. Someone in charge is interested in my efforts and in my contributions.

While the target site had a log book for all volunteers, more specific questions at each grade level increased our knowledge of actual tasks performed, and help to improve the volunteer inservices (Appendix B: p. 63).

According to the Gallup Polls taken in 1985, the ratio of female to male volunteers leveled out to 55 percent women and 45 percent men. A second trend was the increased participation of young adults aged 18 to 24. The increase in the number of older volunteers was noted, and also the encouraging fact that they were willing to participate in a wider variety of tasks. The statistics revealed that approximately one in every four Americans over the age of 14 volunteered; nearly 50 percent put in three or more hours per week, while 20 percent logged six or more hours. These figures

showed that a staggering 170 million volunteer hours are logged every week and close to nine billion hours per year in America. The majority of these people volunteered because of a request by a family member or a friend, or because they were involved in a group which participated in a voluntary project. The main reasons that they were consistent in their volunteering efforts were because they were made to feel needed and important, and this was shown through rewards and recognition (Murk and Stephan, 1990).

These statistics were important to the writer because they gave needed information on who volunteers in America and why. This information will helped, not only in recruiting more and better volunteers, but also in keeping these well-trained and dedicated volunteers year after year. The author expended more effort encouraging present volunteers to recruit their family and friends, and to devote more time to encouraging the men of our target site to become involved. The author also paid special attention to the rewards and recognition needed to give our volunteers a feeling of belonging and of importance.

Volunteering is a distinctive activity of the American people. Because of the state of the American economy, the impact of volunteerism has never been felt so strongly. Zischka and Jones, as quoted by Baines (1986:1) reported that:

> Social agencies have experienced the impact of inflation, governmental cutbacks, and increasingly limited resources, necessitating the development of volunteer programs to meet essential human needs.

Senior citizens have always been among the greatest contributors of their time to volunteer programs. According to Perry, as quoted by Baines (1986:1):

> Older adults are well equipped to meet the need for volunteers. They are experienced in overcoming hardships, and have lived through economic depression. Volunteer programs utilize the talents, skills, and abilities of older adults developed over a lifetime.

When seniors volunteer, not only does society benefit, but the volunteer also feels rewarded and has an opportunity to make new friends. People of all age groups need to be reminded of the dedication of older Americans, and what they have contributed to the fabric of our society.

According to Baines (1986), the population of healthy, educated, independent older Americans is growing rapidly. Of the 25 million Americans over 65 years of age, only a small percentage are employed full-time. As people continue to enjoy longer life spans, there will be more years in which to volunteer and to contribute to society.

The writer read the article by Baines with particular interest because of the large amount of older people in the target area. At present, there are many seniors who volunteer at the target site, and provide many useful services. It is important that this growing and extremely viable resource not be forgotten.

Fine (1986) felt that there is a need for senior citizens to be encouraged to act on their positive attitudes toward children. Seefeldt et al., as quoted by Fine (1986:14), says:

> Studies have shown that systematic and deliberate plans to bring the generations together are needed. They have endorsed talking about volunteerism in churches, shopping centers, and other social gatherings.

Fine believes that when elderly adults are trained

to work with students in a school atmosphere, not only do academic performance and social behavior of children improve, but also the confidence level and the mental and physical health of the volunteer.

Effective training is very important for all volunteers, including the elderly. Vacca, as quoted by Fine (1986:22), suggested the following tips when planning a training session: use active involvement techniques, avoid straight lecture method, be dynamic, relate to the group in an open, friendly way, possess a sense of humor, be knowledgeable about the topic, have clear objectives in mind, be well organized, and always allow time for questions.

The author used the material contained in this article when planning training sessions for all volunteers, including the senior citizens. The information included here is sensible, practical, and did enhance the effectiveness of the inservices at the target site.

In order to maintain a commitment from a volunteer, it is important that the volunteer feels needed and appreciated. It is just as important that the volunteers feel secure and successful in the

activities they are asked to perform. Monthly information meetings gave volunteers the opportunity to continue to learn new skills and to discuss any questions they might have about common tasks. Parents were encouraged to talk about activities, which did or did not work, and the leader offered teaching and discipline strategies to aid the volunteers. Each volunteer was asked to fill out a survey of interests and talents, and this sharing of information helped in the pairing of volunteer and teacher. The teachers were asked to listen to what volunteers had to say and allow them to participate in the decision-making. Volunteers should be allowed to choose or make materials when tutoring small groups or individuals, decide when the activity is mastered or should be changed, and select materials for the next lesson. Volunteers should be allowed to use their own judgment because this forms a more positive volunteer-student partnership. Parents and other volunteers should be thanked for their help in a newsletter or some other public forum. This helps them and other members of the community to understand just how important volunteers are (Russell, 1989).

The writer found the information in the above mentioned article very interesting, particularly when dealing with the feelings of the volunteers. Giving the volunteers more autonomy and responsibility would create a deeper feeling of satisfaction and commitment.

Tutoring situations for individual students or small groups is one of the places where volunteers can really be valuable. According to Kilcrease (1989), training school volunteers for the task of tutoring was well worth the effort. The plan was developed for rural special education teachers, but can easily be adapted for any group of children who require some special attention. The teacher should first assess the needs of the students, prioritize the needs, and then plan appropriate training so that the volunteers can meet these needs. Teachers and resource people must work together to plan for successful inservices, so that volunteers feel comfortable in the tutoring situation, and the students involved receive as much help as possible. If done correctly, this tutoring should add to the students' state of well-being, and should improve self-esteem. This can lead to fewer

discipline problems, and a better classroom atmosphere for everyone.

This article provided information on an entire area of concentration for the well-trained volunteer. As more and more children arrive at school unready for the typical kindergarten curriculum, and as more and more children transfer into our schools without the proper skills to succeed, remediation becomes paramount. While some volunteers may feel uncomfortable working with a large group of children, many will feel quite comfortable working with an individual or a group on a regular basis. This structure is also beneficial for the student or students, many of whom will anticipate a special time alone with a helpful adult.

Hughes (1986) wrote about the training of volunteers as docents to assist with more in-depth science learning for kindergarten through fifth grade students in a program at a children's museum. Hands-on experiments were used to promote the inquiry method of learning. The goals of the project were to increase the use of docents by conducting training sessions in the science skills and concepts, provide an opportunity

for the students to manipulate/use a multitude of science materials, and increase the amount of knowledge gained in specific areas of scientific exploration. The volunteers felt that the inservice training was valuable, informative, and beneficial in their work. In addition, the 290 students who did attend experienced an increase of scientific knowledge.

While the target site is not a museum, the writer was able to gain some very practical knowledge from the article. A somewhat similar program is being offered in the target site's science lab, but on a very limited basis. This type of a program could certainly be expanded and improved with the use of a group of well-trained, enthusiastic, and competent volunteers. Teachers, resource people, and volunteers could meet and brainstorm ways in which the children could be given appropriate and creative science projects. The use of manipulatives and hands-on experimentation is not only an exciting way to learn, but also an effective one, and the students would certainly gain much-needed scientific knowledge from this type of program.

The final article that the author read was of particular interest, as it concerned the use of volunteers in the elementary school media center. Hoagland (1984) wrote this article to promote the use of community volunteers in the media center, and to describe how volunteers can be used. The article contained useful information about the sources for possible volunteers, recruitment strategies, the importance of good training sessions, guidance and supervision of volunteers, duties that can be assumed by volunteers, and recognition of the contribution by the volunteers.

The author had read articles dealing with these topics, but none had been primarily concerned with the media center. An important point is that a media center volunteer does need a large amount of training that is unique to placement in the media center. There are particular skills which are needed in order to be of benefit to the media staff, and to the students and teachers using the media center. As the author planned the inservices for volunteers at the target site, special sessions will have to be scheduled for the

science lab, the media center, and other specific locations.

The author has read and carefully studied ten informative and well-written articles on the planning, establishment, promotion, management, and rewards of an effective volunteer program. These articles were very interesting, and offered the writer many good suggestions and possibilities for the practicum project. With many of these exciting, practical, and creative ideas in mind, and after much brainstorming with the building administrators, the educational curriculum specialist, and the teachers, the writer devised the following plan for this practicum. Taking into consideration the economic realities of the target site's school system, the lack of available personnel, and the three-month time allotment, the author decided on the following steps to implement this practicum. The author planned the program based on professional reading and on many ideas gathered at the brainstorming sessions. The establishment of the program was enacted primarily by the writer, with the help of the building administrators, and of the educational curriculum specialist. The promotion of the program was the task

of the author and was accomplished in several ways. The volunteer sessions were first announced and explained in the school newspaper which is distributed monthly to all students at the target site. All volunteer meetings following this announcement were also highlighted in the same paper. Secondly, the author spoke to the teachers and to the staff at a faculty meeting, which included time for questions, comments and concerns. The writer also spoke to parents and interested community members at a monthly P.T.O. meeting, giving the audience an opportunity to ask questions, and to become enthused about the program. The author also had individual meetings with the teachers who were the most intimately involved with the program to be sure everyone was ready, willing, and able to participate in this exciting experience. The management of the program was the primary responsibility of the writer, with the able assistance of the educational curriculum specialist. All scheduling of meetings, choice of topics, presentation of information, preparation of materials and surveys, notification of meetings to all concerned parties, purchases and presentation of refreshments, actual

management of the inservice session, a show of sincere appreciation for all parties involved, and any follow-up activities including volunteers and staff were orchestrated by the author. The rewards of an effective volunteer program are countless, and no doubt, some of them have yet to manifest themselves in the school community. It is the responsibility of the writer to encourage the volunteers and the teachers to continue this ever-growing and sorely-needed program in order to insure the highest quality education for every child in the target site. Yes, volunteers see learning close-up and have a more realistic picture of modern education. Yes, volunteer programs build good relationships between educators and volunteers. Yes, volunteer programs relieve educators of many non-educational tasks. Yes, volunteer programs make communities proud of, and supportive of, the school. However, remember, the most vital reason for this extensive effort is the ever-increasing need for a higher standard of education for tomorrow's leaders.

CHAPTER III

Method

Prior to the implementation of this practicum, the writer had several meetings with the principal, the assistant administrator, and the educational curriculum specialist. The writer had previously discussed the lack of training for volunteers at the target site, and the need for attention to this problem. Each of these educators agreed that there was a need to address this vital problem, and that they would be glad to help in any way possible. The education curriculum specialist worked particularly closely with the writer on the project, as this person already spends one quarter of the professional day working with volunteers. During these meetings the attendees discussed the goals of this practicum, and the needs of the target group. As this was to become a permanent program at the target site, the volunteers at the kindergarten level were the target group. In this way, solutions were found to aid the group who would be in their volunteer positions for the longest period of time, and who could most benefit

from this special training. In the years to come, all volunteers will be included in and will benefit from these volunteer training sessions. Implementation of this practicum began on March 1, 1992, and ended on June 11, 1992. The following is a week by week summary of the target plan.

Week I

In the first week of implementation, the writer and the educational curriculum specialist held the first volunteer inservice training. The topics covered were chosen from the suggestions made by the volunteers and the teachers, when both were surveyed and interviewed by the writer. The meeting began with refreshments and fifteen minutes of visiting among the volunteers, the author, and the educational curriculum specialist. The first meeting focused on the policies and procedures of the building site, the place of the volunteer in the educational setting, the importance of an honest relationship between the teacher and the volunteer, and a general description of future volunteer inservices. Volunteers were asked to come forward and to write on the board one of the major contributions of volunteers to the target site. These

contributions were then discussed by the author, the educational curriculum specialist, and the volunteers. At this time, emphasis was placed on the fact that this was the beginning of an important program, and that the ideas of everyone were needed and appreciated in order to make this new program a success.

Week II

During the second week of implementation, the writer had meetings with each grade level in order to discuss who attended the volunteer workshop, which topics were discussed, and some of the vital concerns of the volunteers. The writer will also gather any suggestions that the teachers may have which seem an appropriate addition to a volunteer in-service. The writer will compile the ideas and meet with the educational curriculum specialist concerning future volunteer meetings.

Week III

During the third week, the writer closely examined the surveys filled out by the volunteers after the first inservice, and personally interviewed several volunteers to see if they felt they benefitted from the first meeting (Appendix A: p. 58). At this point, the

author met with the educational curriculum specialist, and discussed specific topics to be covered at the next inservice. Plans were made for the next meeting and an agenda of items was composed. The author met with the principal and the assistant administrator and informed them about the results of the surveys and the interviews, presented them with a copy of the agenda, and considered any suggestions that they made.

Week IV

Based on the information gathered from the volunteers and from the teachers concerning the needs and interests of both groups, the author held the second inservice. The author and the educational curriculum specialist offered refreshments, and there was a short period of time for socializing. The inservice then began, and consisted of instructions and actual practice in the use of various pieces of audio-visual equipment. Included in the inservice were instructions on the location of the equipment, the proper media center check-out procedure; and actual practice with an Ellison die-cut machine, an opaque projector, an Apple IIe computer and dot matrix printer, a carousel slide projector, a cassette

recorder, a controlled reader, a camcorder, and assorted other pieces of audio-visual equipment. As all the equipment was set up in the media center, each volunteer had an opportunity to work with each piece of equipment. At the end of the session, the volunteers were given a survey to measure the success of the inservice, and to see if more training in this area was needed and desired by the volunteers (Appendix B: p. 64).

Week V

During the fifth week of this practicum, the author read the check-in book for all kindergarten volunteers (Appendix D: p. 75). Each volunteer signed in, logged the number of hours worked, wrote a brief description of completed activities, and signed out. This information proved valuable in showing what the volunteers were doing for the students and teachers, and also gave the author useful information used in meetings with the teachers concerning the content of future inservice sessions. The writer read the volunteer surveys from the second inservice, and made notes to pass on to the teachers to be sure the volunteers were given the opportunity to use, and to be

complimented on, newly acquired skills. The author also noted the suggestions made by the volunteers for future topics of interest.

Week VI

The author met with the educational curriculum specialist, shared information gained through interviews and surveys of both teachers and volunteers, and offered an agenda for the third in-service. The curriculum specialist reviewed the information and the agenda items, and suggested any possible changes. The writer then met with the principal, the assistant administrator, and the teachers and shared the agenda for the forthcoming inservice, and answered any questions about the chosen topics.

Week VII

The third volunteer session was held during this week. It started with the now traditional coffee, doughnuts, and casual conversation. At this point in the practicum, the author hoped that the volunteers would be more comfortable in expressing their needs and desires in an open meeting. This session covered two topics which were very important to the kindergarten teachers at the target site: the correct way to take

dictation from the young child, and the correct way to assist the young child with manuscript writing. During the session, volunteers had the opportunity to model the appropriate way to take dictation, and also to use the board to improve manuscript writing technique. The writer was aided by the educational curriculum specialist, who possesses an advanced degree in the area of early childhood education. The information was accompanied by appropriate printed materials, on which the participants were able to make needed notes. The volunteers had an opportunity to ask questions, and to fill out a survey covering this session (Appendix B: p. 65).

Week VIII

The author read the surveys completed by the volunteers, and made notes of information and ideas to share with the teachers. The writer also met with the educational curriculum specialist, and discussed tentative topics for the next inservice. With this information in hand, the author set up a meeting with the teachers to discuss a variety of subjects. This was a meeting in which the teachers had ample opportunity to make suggestions and to voice concerns

about the volunteer inservice program. The writer wanted to be certain that the teachers understood that their input was a vital part of the success of these sessions, and the end result of well-planned sessions would be more efficient and better trained volunteers for the classroom.

Week IX

During this week of the practicum, the writer studied the information concerning the activities of the kindergarten volunteers contained in the kindergarten volunteer log. The author made special note of the activities performed which included the newly acquired skills, and conducted personal interviews with the volunteers and teachers to see how this had affected the job satisfaction of the volunteer and how it had affected the volunteer performance in the classroom. The writer had a meeting with the educational curriculum specialist, shared this information, and set definite topics for the fourth inservice. This information was also shared with the administrators of the target site.

Week X

The fourth volunteer inservice was held during this week, and focused on some of the topics which were

mentioned by the volunteers and by the teachers. It was once again directed by the writer, who was assisted by the educational curriculum specialist. The volunteers were provided with doughnuts and coffee, and were thanked for giving their time to improve their volunteer skills. At this particular inservice, the participants discussed developmentally appropriate skills in the kindergarten child and appropriate exit skills for the kindergarten child. The writer provided appropriate printed materials for all the volunteers, and there was ample opportunity for questions from the volunteers. There was an introduction to several important topics, which could be pursued further in the new school year, and time provided for the volunteers to brainstorm and to add ideas for next year's inservices. There was a survey given to the volunteers at the end of this session (Appendix B: p. 66).

Week XI

The writer investigated the kindergarten logs once again, and paid special attention to those activities which had been discussed at the inservices this spring.

The author also read and made notes of any interesting facts from the volunteer surveys, and set up meetings with all of the teachers for needed input about the volunteer program. It was stated that there was only one remaining inservice in this school year, and that any questions and concerns would be appreciated. The teachers needed to be reminded that these inservices will become a permanent, and pleasant, part of being a volunteer at the target site. The teachers need to feel a vital part of this program.

Week XII

This was the final week of the practicum, and developed into a very busy one for the author. Having had meetings with all teachers involved, and having read the kindergarten logs and the volunteer surveys, the author scheduled a meeting with the principal, the assistant administrator, and the educational curriculum specialist to discuss the final inservice for the year. The author made certain that the volunteers were thanked for taking part in this new program and were given an opportunity to make any suggestions that they felt would benefit the program. Some exciting ideas for the new year needed to be discussed, as these

encouraged the volunteers to think about the program over the summer and return ready to learn additional volunteer skills in the fall. The fifth and final inservice was of a more social, than instructional, nature than the previous sessions. The author highlighted the topics already covered and instigated brainstorming among the volunteers to produce new session ideas for the fall. The principal, the administrative assistant, and the educational curriculum specialist were all on hand to join in the brainstorming, to visit with the volunteers, and to thank them for their commitment to a better volunteer program.

Summary

At the end of the twelve week practicum period, the author distributed information about the volunteer program to all teachers at the building site, in order to solicit their input for the new school year. The materials described the successes of the present program, and invited the teachers to become an integral part of the presentations in the fall. The author was gratified by the outpouring of suggestions for future inservices and also by the encouragement and support

offered by all the teachers at the target site. The author scheduled and held a meeting with the kindergarten teachers to discuss the program in its entirety, and challenged them to do some brainstorming about the volunteer sessions for the new school year. The kindergarten teachers expressed sincere thanks for the program, and the benefits of better training for the volunteers and for the students. Without exception, all the teachers felt the program was helpful, and happily joined in brainstorming new topics for future study. The writer also met with the principal, the administrative assistant, and the educational curriculum specialist and discussed the goals and objectives of the volunteer program for the next school year. The administrators and the specialist felt that the program was off to a good start, and had already made a difference in the quality of the volunteer program. The goal for the next school year is to have a more formal volunteer training program, one which meets monthly, and which inspires all interested parties to become involved in education on a volunteer level. The goals to meet this objective will consist of: more frequent meetings of the author

and administrators concerning volunteer training, attendance at seminars concerning volunteer programs, frequent communication about the program with teachers, parents, and other interested parties,, and a general promotion of the volunteer program by the staff and students.

CHAPTER IV

Results

This practicum was implemented in order to improve the volunteer training program at the target site and thus, the education of the children. The writer evaluated the amount of need for this program by the use of observation, personal interviews, and surveys. Through observation, the writer was able to see and to gather information pointing to the need for a training program. Through personal interviews with volunteers, teachers, students, and administrators, the researcher gathered more information on the benefits of better-trained and better-prepared volunteers. The writer also composed surveys for the volunteers and teachers which asked general and specific questions about the volunteer experience from each of their unique perspectives. The point of the surveys was to give the author information about the quality, the need, the contributions, and the problems of the present volunteer program. The surveys were well received, and the researcher continued confidently with the

practicum. The writer chose to focus on the volunteers at the kindergarten level, though volunteers at all levels did attend the later sessions.

Throughout the practicum, both teachers and volunteers received various surveys asking them to critique the results of the sessions. The author was interested in the educational benefits offered by better-trained and more confident volunteers. The researcher also continued to talk with volunteers, teachers, and administrators during the practicum in order to gather more information.

The writer's first objective was to orient the volunteers to the policies and procedures of the target site, and to insure that 90 percent would feel better prepared to face the tasks of volunteering at the end of this practicum. This was measured by a survey written and distributed by the author. Volunteers were encouraged to be honest in their answers and to add any desired comments about the program. All surveys were returned, and there was unanimous support for the program and its benefits.

The author's second objective was that 90 percent of all teachers will indicate that volunteers are

better prepared for the job of volunteering at the end of this practicum. This was measured by a survey written and distributed by the researcher. Teachers were instructed to be honest in their answers and to take time to make any suggestions they might have. Teachers overwhelmingly indicated that they felt volunteers were better prepared and were totally supportive of the program and wanted it to be continued.

The third and final objective of the author was to have volunteers use critical thinking skills to brainstorm better ways to perform volunteer duties. While brainstorming was encouraged at all of the inservices, the author put a particular emphasis on this activity at the last meeting. Through conversations about volunteering and all it entails, the volunteers were able to think of various ways to improve performance as a volunteer. Many brainstorming ideas will be used in future inservice planning for the new year.

CHAPTER V

Recommendations

Over the last 14 years the author has worked in elementary, junior high, and high school media centers in three different states. Each of these positions was rewarding and challenging, and the writer felt as though the media center contributed greatly to the quality of education in these buildings. A constant in all of these buildings was a loyal, diligent volunteer force. These volunteers gave time, energy, and effort in the belief that their contribution made a difference in the quality of education for children. Various types of training were in place in these buildings, from casual and infrequent get-togethers to sophisticated, well-planned volunteer programs. When the author arrived at the target site, there was obviously a need for much effort to be directed toward the establishment of an organized volunteer training program. For this reason, the writer decided that this would be a very useful and a much-needed practicum project.

The author feels that the program has been successful on several fronts, and this was borne out by the surveys given to volunteers and teachers, by the meetings with teachers, by the feelings of satisfaction at the inservices, and by the private comments made by volunteers and staff members to the author. These meetings have created better-informed, more confident, and so better-satisfied volunteers. These feelings have transferred themselves into more able volunteers, and this impacts the children in a very positive way. The author has set an objective during the next school year to involve teachers in training which would help them gain the most benefit from their volunteers. Training would include bringing the teachers and volunteers together socially, as well as separate training sessions for teachers.

The author saw this twelve-week practicum as only the preview of what was to come in the volunteer training program at the target site. In the future, the volunteer program will be expanded to include all interested parties at all grade levels, and sessions will include a wider range, and a more in-depth study of topics. The writer hopes to include all the

teachers to a greater degree, and will plan informational meetings to accomplish this vital goal. Information distributed and discussions held at these meetings must make every teacher feel committed to this very important program. Educators must be made to understand the importance of volunteers in the classroom, and the benefits volunteers offer children. Volunteers have always been an important part of the American society, and the future will be no exception. In fact, the author believes the well-trained volunteer will become even more essential in the future, as schools become more crowded, as more students arrive at school unprepared to learn, and as less and less money is appropriated for education. A second objective would be the increased emphasis on the volunteer training program by the school and community paper during the upcoming school year. Articles should be written and submitted on a regular basis.

The author hopes to implement these volunteer sessions in the upcoming school year with the expert assistance of the educational curriculum specialist and some of the more experienced volunteers. With educational funding in question, it is possible that

there will not be an educational curriculum position at the target site this fall. As the author will teach 30 classes a week in the media center, it does not leave much time for these inservice activities, However, this is a program which can not be allowed to end, and the author will endeavor to see that it does not. Possibly, brainstorming among the author, the administrators, and the educational curriculum specialist can lead to solutions for the problem of time. The author also plans on sharing the information and materials gathered during the implementation of this practicum with media specialists and other interested educators in this district. Anyone truly interested in a quality education for children in today's world must be educated about the value of the volunteer, and must be willing to work toward the implementation of a formal volunteer orientation and training program in the educational community.

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APPENDIX A

Teacher Surveys

TO: Kindergarten Teachers

FROM: Linda Bailey

RE: Volunteers

The following survey is to give me an idea of how well the volunteer program at Vineland is working for you. I am going to use the information for my practicum project at Nova University. The curriculum specialist will be serving as my mentor, and all activities, such as this survey, will be cleared through the principal. Thank your for your time, your input, and your cooperation. Please return the completed survey to me, or place it in my mailbox.

1. Do you feel you have enough volunteer help in your room? Please explain why or why not.

2. What kinds of tasks do you like your volunteers to do? Are these tasks being done presently by volunteers?

3. Do you think that more training for the volunteers would be an advantage to you, to the children, and to the volunteers? If you believe that some kind of information or training sessions would be a benefit, please jot down some of the topics which you believe should be covered.

4. What type of training did you provide for your volunteers? In what capacity would you like to use volunteers in the future?

Once again, a big thank you for your time and cooperation!

Linda Bailey

TO: Kindergarten Teachers

FROM: Linda Bailey

RE: Volunteer Inservice Program

Over the last three months, there have been five volunteer inservices offered to your classroom volunteers. These have covered a variety of topics which were gathered from surveys sent to you, to your volunteers, and from brain-storming sessions with volunteers, teachers, and building administrators. As much time and effort went into the planning and actual presentation of these inservices, I would appreciate it if you would please answer the following questions. These inservices will benefit the teachers and the students if they are concerned with the appropriate topics. Only input from each of you can insure this. I know this is a very busy time of year for you, and I appreciate your time and effort in filling out this survey.

1. Do you feel your volunteers have improved as a result of these inservices? Please give an example. This can be an improvement in a skill area or in attitude.

2. Did your volunteers ever mention the inservices to you? Were these references positive?

3. Did you feel that your volunteers became more comfortable with their role in the classroom as they attended each successive inservice. Give an example that made you feel this way.

4. Do you feel your volunteers feel and act more professional than they did before the

training? Does it seem easier for them to communicate with you?

5. Are there some useful skills which were acquired as a result of the inservices, such as how to use a computer or a piece of audio-visual equipment?

6. List three areas that you would like to see addressed in the future. These can be totally new topics or some we have already dealt with, but not covered entirely. Give as much detail as you would like.

With your help, this important program can continue to be exciting and worthwhile for our great volunteers! Thank you for your time and cooperation.

Linda Bailey

Dear Kindergarten Teachers:

On Thursday, there will be a second volunteer inservice for your classroom volunteers. Now is your opportunity to tell me the kind of special training you would like your volunteers to receive. We had a positive response from the volunteers after the first meeting, and we know they really want to do the best job possible for you and the children. Our second inservice will include instructions and hands-on use of the computer, the Ellison machine, the opaque projector, and other audio-visual equipment. If you have anything you would like included in this meeting, please let us know. We would also appreciate any positive changes you may have observed in your volunteers since the meeting, or any comments that the volunteers made about the program. This is going to be an on-going program at Vineland Elementary which will take time and careful planning, so let us cooperate to make it useful for all of us!

Thank you for your support and suggestions.

Linda Bailey

APPENDIX B

Volunteer Surveys

TO: All Kindergarten Volunteers

FROM: Linda Bailey, Media Specialist

RE: Your Volunteer Experience

The following survey is to give me an idea of how well the volunteer program is working for you. I am going to use the information for my practicum project at Nova University. The curriculum specialist will be assisting me in my research, and all activities, including this survey, will be cleared through the principal. Thank you for your time, your input, and your cooperation. Please return the completed survey to me in the Media Center.

1. In whose room do you currently volunteer?

2. What tasks do you usually perform?

3. With what type of volunteer activities do you feel most comfortable? Are there other activities which you would be interested in performing in the future?

4. Is there information about the school, or about volunteering in general, that you think would be helpful for new volunteers? Please list any ideas you may have.

5. List any type of training that would have been useful prior to your volunteer experience.

Thank you very much for your cooperation. The volunteer program is very important to the children, and to all of us who work together to give our children a good education. We appreciate YOU!

TO: Kindergarten Volunteers

FROM: Linda Bailey

RE: Volunteer Inservice Program

Over the last three months, there have been five volunteer inservices offered on a wide variety of topics. These inservices were planned and presented because of the need for more training for volunteers. The job that volunteers do is vital, and this sort of inservice assists the volunteer in carrying out the important responsibilities of working with children. Please take a minute, and answer these questions as completely as you can. Thank you for your interest in the education of our wonderful children.

1. Do you feel that these inservices were a worthwhile use of your time? Why or why not? What topics would you have added to make them more useful?

2. Do you feel more comfortable in your role as a volunteer as a result of attending these sessions? Do you feel more able to communicate with the classroom teacher about your needs and the needs of the children?

3. Do you feel you make a difference in the educational picture of this school? Do you feel as though your contribution is valued?

4. Would you be willing to help in future inservices with new volunteers to make them feel needed, appreciated, and prepared?

5. Did you enjoy the opportunity to meet and talk with other volunteers? Do you think you can learn from these friendships?

Thank you so much for taking the time to fill out this survey. The answers help improve volunteer training, and improve the services we offer the students. Enjoy the summer vacation, spend some time with a favorite student, and return in the fall ready to learn together!

Linda Bailey

VOLUNTEER INSERVICE SURVEY

1. Thank you for taking the time to attend our first volunteer inservice. Did you feel comfortable with this type of informal presentation?

2. Did you feel as though you were free to ask questions, and to voice your concerns about volunteering?

3. Do you feel as though the information presented today was clear and useful?

Thank you for your time and interest in the vital job of volunteering.

Linda Bailey, Media Specialist

VOLUNTEER INSERVICE SURVEY

1. Were you able to attend the first volunteer inservice? Do you feel that you benefitted from the information, and that you have put this information to good use in your volunteering?

2. How do you feel about the information that was covered today? Do you feel that you will now be able to help out in some new situations with the knowledge you gained?

3. In the future, are there any topics of interest that you would like to see covered? If so, please name them.

Thank you for your time and interest in the vital job of volunteering.

Linda Bailey, Media Specialist

VOLUNTEER INSERVICE SURVEY

1. After attending this workshop, will you feel more comfortable taking dictation from children? Do you feel it helps to know why this is such an important activity for a young child?

2. Manuscript writing is a very important skill for a child to acquire. Do you think you will be able to use the information presented today in helping a child become more proficient? Please explain your answer.

3. Do you find the printed material useful for further study? Do you ever refer to it for help before a volunteer session with a child?

Thank you for your time and interest in the vital job of volunteering.

Linda Bailey, Media Specialist

VOLUNTEER INSERVICE SURVEY

1. This is the fourth volunteer inservice which you have attended. Do you feel that they have been practical for you and for your role in the classroom?

2. As the information about the appropriate developmental skills in the kindergarten child was requested by the volunteers, do you feel you received the information you needed? Do you feel it will help you to do your job better?

3. The information about appropriate kindergarten exit skills was also requested by volunteers. Do you feel the facts you received are useful, and will make your job a little easier? Please explain your answer.

Thank you for your time and interest in the vital job of volunteering.

Linda Bailey, Media Specialist

APPENDIX C

Volunteer Program Forms

REQUEST FOR VOLUNTEER HELP

I would like _____volunteer(s) to assist me in the following capacity:

_____

_____

This help is needed beginning _____through_____
(date) (date)

at_____
(site and address)

No. of hours per week_____S M T W Th F S
(circle days needed)

Daily hours_____to_____ a.m. p.m.

Signature X_____

Please use back side for specifics you would like emphasized when volunteers are receiving orientation and training in response to this request.

(This form was copied from a Public Domain Document)

VOLUNTEER INFORMATION FORM

NAME_____TELEPHONE #_____

ADDRESS_____CITY & ZIP_____

OCCUPATION_____WORK ADDRESS_____

DATE OF BIRTH_____PHONE_____

EDUCATION: 8 9 10 11 12: college 1 2 3 4 5 6 other_____

(Circle highest grade completed and specify area of study or training)

VOLUNTEER EXPERIENCE_____

WORK EXPERIENCE_____

_____

INTERESTS, HOBBIES, TRAVEL_____

HOW DID YOU HEAR ABOUT THE LINK PROGRAM?_____

Have you studied another language?_____

Which?_____

How would you rate your speaking ability? GOOD____ FAIR____ POOR _____

Times at which it would be possible for you to tutor--days and times of day (if more than one time block, please number according to preference.

_____

DO NOT WRITE BELOW THIS LINE

POSITION ASSIGNED_____

DAYS_____HOURS_____

COMMENTS_____

_____

INTERVIEWER_____DATE_____

(This form was copied from a Public Domain Document)

POSITION DESCRIPTION OF VOLUNTEER RESPONSIBILITIES

POSITION TITLE:	Adult Reading Program Instructor/Aide
PLACEMENT:	Adult Eduction, Reading Program
PROGRAM OBJECTIVE:	To assist persons with limited educational backgrounds in learning how to read in order that they may function more fully in the community. Volunteers provide help, one-to-one, in an individualized reading program.
TIME COMMITMENT:	A minimum of 2 hours teaching time for a period of 3 months.
RESPONSIBLE TO:	Site Manager and/or Coordinator of Volunteers.

POSITION RESPONSIBILITIES:

Become familiar with and learn to correctly guide students in the use of basic reading materials by participating in 7 hours of initial orientation and by reading materials given out at training sessions.

Learn intake procedures and how to fill out forms correctly.

Learn how to correctly administer reading placement tests.

Be reliable and on time on regularly scheduled days. Give as much notice as possible if unable to meet with students and arrange a make-up session.

Help the student carry out his/her individualized lesson plan as outlined by you or the Site Manager; consult Site Manager or VAE Coordinator if there are any questions about the plan or materials.

Record your attendance each session. Also record any field trips or student events. Turn in weekly attendance card to the Volunteer Coordinator.

Inform Site Manager and/or VAE Coordinator immediately of any developments which call for assistance beyond the duties to which you have agreed.

Attend volunteer training and problems-solving sessions offered bi-monthly.

I have read and understand the above and agree to conscientiously carry out the responsibilities as described. I agree to commit myself to this assignment from _____ until _____ to provide
(date) (date)
_____hours of service per week at the following times_____.

I will give advance notice if any changes are necessary.

Signature X_____

(This form was copied from a Public Domain Document)

STAFF QUESTIONNAIRE

Would you like to have volunteer help in the future?___

In what capacity?_____

Would you like volunteers to have some orientation/ training before they come to you?_____

Please list some specific things you would like volunteers to know prior to being assigned to you.

_____

_____

What follow-up support would you like from the volunteer coordinator once a volunteer is placed with you?_____

_____

What suggestions do you have for the volunteer coordinator that will help make Volunteers in Adult Education a group of properly trained people helping to fill real needs?_____

_____

Please check the boxes which most closely state your feelings and concerns about working with volunteers. I'm:

- ☐ pleased
- ☐ eager
- ☐ apprehensive
- ☐ doubtful
- ☐ inexperienced
- ☐ other_____ please specify

(This form was copied from a Public Domain Document)

STAFF QUESTIONNAIRE

Would you like to receive some staff orientation/ training in using volunteers effectively?_____

If "yes", what day(s) and time(s) of day would be best for you to participate in such training?_____

_____

What questions do you have about the new volunteer component of ABE? (You need not sign this questionnaire to receive a response to your questions. A question and answer sheet responding to questions received will be circulated to all ABE staff after the first of the year.)

_____

_____

_____

_____

_____

Any final comments?_____

_____

_____

(This form was copied from a Public Domain Document)

APPEXDIX D

Volunteer Sign in Sheet

VOLUNTEER SIGN-IN SHEET

NAME(last name first)_____

AGE(Circle one category) 18-55 55+

PHONE_____ BEST TIME TO CALL_____

ADDRESS _____(Street)

_____(Town, ZIP Code)

IN CASE OF EMERGENCY, PLEASE NOTIFY:

NAME_____ PHONE_____

RELATIONSHIP_____

CHILDREN IN SCHOOL:

Name	Grade	Teacher

DATE	TIME IN	TIME OUT	HOURS WORKED TO NEAREST ¼	RESPONSIBILITY

(This form was copied from a Public Domain Document)